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AUTHOR	Ruopp, Richard R.
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ABSTRACT

The Greeley Parent Child Center in Greeley, Colorado is a year-round center serving primarily a Chicano migrant or settled-out migrant population. A comprehensive child care program is offered during the day, and educational programs for the parents are available during the evening. The center was originally funded by Head Start and was developed as a model to be duplicated in other migrant areas. Later, funding came from private sources. Recently the parents of children attending the center formed a nonprofit corporation and are involved in policymaking decisions. The center is currently understaffed, and at times the care offered the children is mainly custodial, but is aimed at self-image enrichment and better health. However, there are some structured activities: art, storytelling, singing, numbers, names, and letters. Volunteers and aides assist the head teacher. With no money available for staff training, an informal self-teaching and each-one-teach-one atmosphere prevails. Estimated and in-kind expenditures are itemized. An appendix includes Stimulation Kits (directions for simple, homemade toys), Weekly Fee Schedule, and Record Cards. (NH)

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DAY CARE PROGRAMS
REPRINT SERIES

"LIKE BEING AT HOME"

Greeley Parent Child Center
Greeley, Colorado

Principal Author: Richard R. Ruopp

Field Observers: Florence Drury
Edward Owens
Rodolfo Sanchez

Case Study from Volume II-A

A STUDY IN CHILD CARE

sponsored by

The Office of Economic Opportunity

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National Center for Educational Communication

TABLE OF CONTENTS

	Page
At A Glance	1
Greeley Parent Child Center, November, 1970	3
Floor Plans	5
Notable Elements	11
Parent Control	11
Community Involvement	12
Background Information	13
History	13
Community	14
Parents	15
Basic Program	17
Education	17
Health Care	18
Food	18
Transportation	18
Organization	19
Policymaking	19
Staff Organization	20
Staff Meetings and Records	20
Organization Chart	21
Staff Training	22

Staff Roster 23

Director Time-Use Chart 24

How Resources Are Used 25

In Conclusion 27

Appendix 33

Stimulation Kits 34

Weekly Fee Schedule 39

Record Cards

Family Record 40

Parental Consent Form 41

Physician's Report 42

Immunization Record 43

AT A GLANCE

GENERAL

SINGLE CENTER in converted church

SPONSORED BY: Greeley Parent Child Center (private, non-profit corporation)

ADMISSION CRITERIA: OEC poverty level guidelines for migrant children

TOTAL CHILDREN: 47 enrolled/38 A.D.A. (pre-school)

TOTAL PAID STAFF: 6 (4 full-time), 216 hours/week

TOTAL IN-KIND STAFF: 12 (2 full-time), 160 hours/week

HOURS: M-F, 8:00 a.m. - 4:00 p.m., 52 weeks

SPACE (sq. ft./child): Indoor = 70
Outdoor = 100

CENTER OPENED: April, 1969

STAFF POSITIONS: Director, Head Teacher, 2 Teacher Aides

CONTACT: Director
Greeley Parent Child Center
925 B Street
Greeley, Colorado

303-353-1639

DISTRIBUTIONS

ETHNIC: Children: 96% Chicano, 4% Anglo; Staff: 67% Chicano, 23% Anglo

SEX: Children: 49% girls, 51% boys; Staff: 83% women, 17% men

OVERALL ADULT/CHILD RATIO: 1 to 3.3

ADULT/CHILD CONTACT HOUR RATIO: 1 to 5.5

FAMILY STATUS: 51% complete, 49% mother only

PARENT EMPLOYMENT: Mothers: 36% employed, 9% in school or training, 30% not seeking work, 25% unemployed

COSTS

TO PARENTS: Sliding Scale (See Appendix)

TO CENTER: $1,445 per child/year, $0.89 per child/hour

ESTIMATED FUNDING, 1970-71:

Welfare	$10,300
University of Northern Colorado	500
United Fund	2,500
State Food (DOA)	5,100
Colorado Migrant Council	7,100
Monforts	1,200
In-Kind	28,200*
	$54,900

NOTABLE ELEMENTS

PARENT PARTICIPATION

COMMUNITY INVOLVEMENT

*In-Kind includes $6,000 of the director's salary paid by the Colorado Migrant Council.

GREELEY PARENT CHILD CENTER, NOVEMBER, 1970

It was a Wednesday evening in early November. Republicans in the town of Greeley, Colorado were jubilant. They had virtually swept all the county offices, and thereby enhanced their already firm control. It was on the wave of this emotion that many of the town's prominent citizens arrived at the Greeley Parent Child Center to eat Chicano food prepared by the center's mothers. The food was served in the basement acrcss the same counter over which the children receive their daily snacks and lunch.

Those who came to sit at table with the center's Chicano parents had to cross railroad tracks to get to 925 B Street. By the way they greeted and were greeted by Abel Santillanes, chairman of the center's corporate board, it was clear that many of them had been across those tracks a number of times before.

The punch bowl by the front door had more than snack-time juice in it. Perhaps this heightened the already appreciable glow generated by the enthusiastic comments about the center fathers' work in fixing the center. New odd shaped, sized and colored carpet had been laid the night before. The smell of new paint was in the air of the converted church.

The space, formerly broken up by pews, and normally occupied by a number of hign speed boys in pursuit of one another, now held dinner tables formed in the traditional fund-raising dinner U-shape. Actually, a church seems to make a reasonably good home for day care children.

As you enter the Greeley Parent Child Center in the small foyer you discover a series of hooks for the children's coats. Over each hook is a colored polaroid picture of the child with his name written under it. This had just been inaugurated when the observation team arrived in November, 1970. The children had not yet gotten over the excitement of seeing themselves and finding their names when they arrived.

Immediately after going through the second set of swinging doors, you enter a large, open room which was the sanctuary. Steel pipes cross from side to side to keep the roof from sagging. Eventually, moveable canvas curtains will be hung from these steel rods so that the large space can be divided up. There is the hope that this will slow down some of the more active children who treat the main hall as a carpeted gymnasium. To the left of the door, many toys and games are neatly stacked around the outside of the room. At the far end there is a raised dias on which there are round tables and bookshelves for more quiet activities. Off this dias a door leads out to the fenced-in playground which now has grass, thanks to a donation from the University of Northern Colorado (UNC). The children go there for playtime in the afternoon, usually accompanied by two tall and lanky Chicano Neighborhood Youth Corps boys, assigned to work at the center.

The stairs to the basement lead down to the right from the main entry way past the girl's washroom, counterpart of the boy's room on the other side, and back of a desk. At the foot of the stairs to the left is the kitchen area and beyond it is the storeroom which has been converted into an office. Directly in front of the stairs are small tables for eating and off to the right, past the furnace room on one side and a storage room on the other, is the space used for children's naps and for the younger children's playtime.

After most of the parents and leading citizens had arrived for the fund-raising dinner, they went to the basement to join the line to receive a variety of well known Chicano foods-- tacos, enchiladas, and some that quite clearly were home specialties not to be found on restaurant menus.

Moving energetically between parents, guests and members of the advisory committee who was sponsoring the fund-raising evening, was Ann Heiman, the director of the Greeley Parent Child Center. Ann's red hair tells immediately that this energetic woman in her forties will

GREELEY PARENT CHILD CENTER
APPROXIMATE LAYOUT

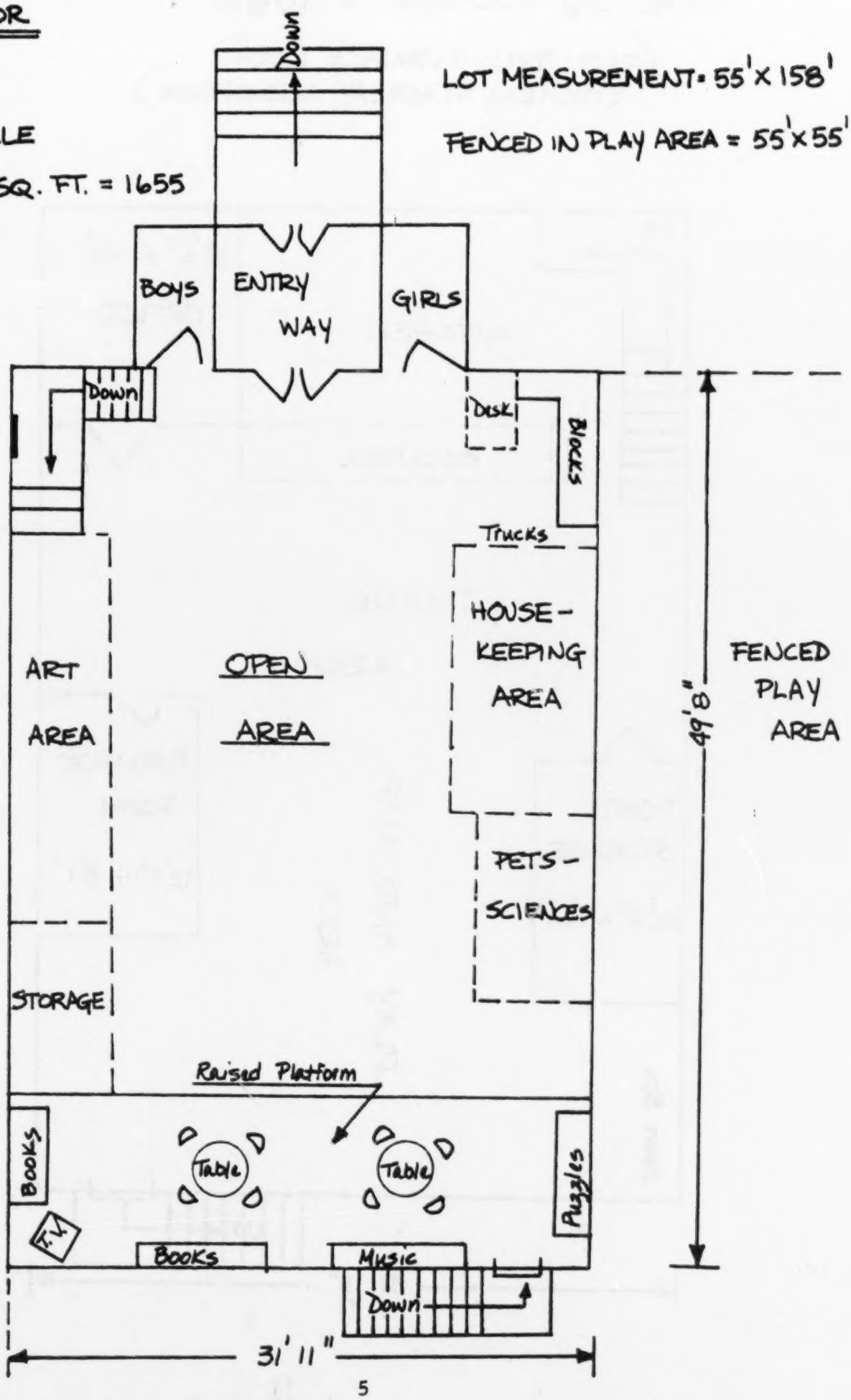
MAIN FLOOR

1/8" SCALE

TOTAL SQ. FT. = 1655

LOT MEASUREMENT = 55' X 158'

FENCED IN PLAY AREA = 55' X 55'



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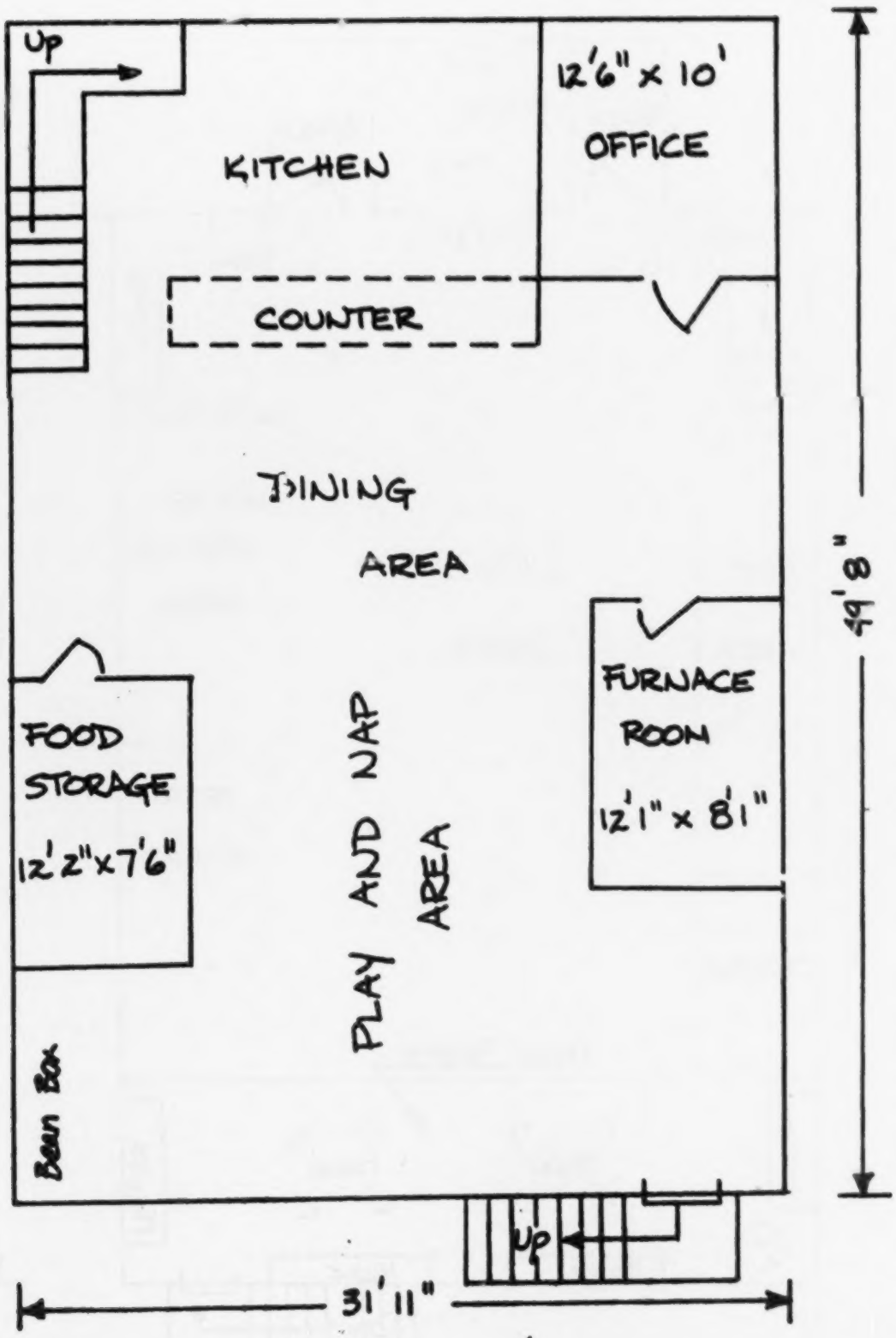
BASEMENT

TOTAL SQ. FOOTAGE = 1082

(EXCLUDING FURNACE ROOM, KITCHEN, STAIRWAY, AND OFFICE)



probably never belong to the parent group in the way they belong to each other. Nor does she see this as terribly important.

For the past three years she has responded to the enormous need created by the flood of migrant workers who harvest Colorado's summer crops. At the focal point of that documented need stands the migrant child. If he is old enough, say seven or eight, he will join his parents in the fields from sunup to sunset. Piecework wages invite long days. A short earning season makes long days a necessity. If he is too young to work in the field, the child will be taken care of by a grandmother, a pregnant neighbor, an older sister who will do the best job she can, or they will remain by the side of the road or field where their parents are working.

Ann reported that two years ago while working in one of the Head Start summer programs for migrant children, she found nine children under the age of seven being cared for by a 12 year-old girl. There was a six-month-old baby among them who was starving. It had stopped crying. Within two months the baby had almost doubled its weight and had come alive again as a tiny human.

It wasn't easy for Ann to make her way into the trusted inner circles of service to migrants provided by the almost all Chicano agency called the Colorado Migrant Council (CMC). In particular, she had problems with Dr. Leonard Mestas, the bright, quick, competent coordinator of Migrant Head Start and day care for the CMC, who originated the idea of 4 year round model child care centers for migrant children. 1967 and 1968 were militant times, but Ann stuck it out teaching in a variety of Head Start programs. She was particularly struck by the need for day care for "settled out" Chicanos who had stopped traveling the migrant trail to take jobs in Greeley -- many of them working at Monforts, second largest meat packing company in the United States. Monforts of Colorado has its feed pens around Greeley, and its slaughtering operation there.

Out of Ann's perseverance and the support of Leonard Mestas and a number of people, the Greeley Parent Child Center was born. "Miss Ann" now has the warm respect of Leonard Mestas. He considers her one of his most able resources for the seasonal Head Start migrant program.

Many people who helped to support the formation of the Parent Child Center in April of 1969, were present at the fund-raising dinner. The advisory board was out in large force. The board, which has 19 members, is made up of some of the leading figures in town. On the board are four staff members from the University of Northern Colorado-- the Vice President for Academic Affairs, an associate dean and two assistant professors of the College of Education. Five students from UNC are also on the committee (several have volunteered time on a regular basis to work with the children at the center). The assistant to the President of AIMS Community College was there and a bank vice president, two members of Monfort's management, a retired school principal and the director of Weld County Welfare, Leonard Mestas.

That particular Wednesday in November, the president of the University of Northern Colorado, the personnel manager of the new western-eastern division of Eastman Kodak, "Mr. Republican" of Weld County who was considered to be responsible for the smashing Republican victory that week, and the general manager of the local radio station were all there.

Dr. Frank Lakin, Vice President of Academic Affairs, UNC, and chairman of the advisory committee is a man who won't take no for an answer. After the dinner, several people made remarks following Abel Santillanes' shy but direct welcome to all guests. Frank Lakin had made a short, direct appeal for financial support for the center and passed out pledge cards. The evening noted the Parent Child Center in excess of $1,500.

The center still needs more money. This has been a problem from the very beginning. The need for additional staff is great and finding qualified Chicano teachers is difficult. There is a full-time VISTA worker who is dedicated to the center and has considered staying on when her time is up. The director still does not draw her full salary. The director's daughter, Cheryl, works over 40 hours a week as a volunteer in the center, and her sons drive the VW micro bus to pick up and take home kids at the end of the day, as well as volunteering for everything from teaching to cooking. Ann's husband, one senses, watches the whole operation with some bemusement, but is invariably drawn to assisting with laying carpet or substituting on the bus run. So it can be said that the whole Heirnan family is involved in the Greeley Parent Child Center, and happily.

Gradually the guests began to leave and soon only a few "regulars" were left. The Chicano parents who had been the delightful host and hostess began to loosen up, relax, and enjoy one another. The evening was over. It would be reported in the newspaper and over the local radio stations the next day. It had been a success.

NOTABLE ELEMENTS

Parent Control

The significance of parent control at Greeley is great. Most of the parents indicated that they had never been involved in an organization before in which they themselves can hold key positions. They have formed their own corporation and are in the position to make decisions about what happens to their children and to themselves. The sense of ownership from actually constituting the governing board, being involved in negotiations for mortgages and the purchase of the property on a mortgage basis, and the control of hiring and other policy issues has reportedly had a large impact on the parent group. Statements recorded by the observers in the In Conclusion section of this study confirm strong, favorable, parent feelings.

There is obviously an enormous pride in both mothers and fathers. Two mothers are teacher aides and are deeply involved in the center's program. The fathers just finished remodeling the church building, which they now own, doing everything from carpeting the floor to painting the ceilings. They were eager to show visitors the improvements they had made.

The center sees itself as providing more than a comprehensive child care program for the children. It also serves as an educational facility during the evenings for programs pertaining to child growth and development, consumer education and a wide variety of other educational subjects of interest to the parents. Thus further involving the parents in their own educational program as well as their children's. AIMS College has participated in providing these educational programs. Under its guidelines, when six or more community residents want a course, AIMS will find and fund someone to teach it.

Community Involvement

Greeley lies just north of Denver and, like many towns in that area, is dependent on migrant labor for picking crops from April through October. Relations between the migrants, especially those who have decided to stay in the area, and the Anglo communities have traditionally been very poor, creating serious problems. The Greeley Parent Child Center has done a great deal to improve these relations.

The involvement of key Anglo community members on the advisory board and other supportive roles is clearly one of the secrets to the Greeley Center's ability to stay alive. The control rests in the hands of the parents, while support and technical assistance rests with the larger community. Across this bridge, there is clearly a great deal of value flowing in both directions.

The administration, faculty and students of two universities, as well as leading bankers, major industrial leaders, members of the school board, ministers, and city officials have all been involved in the center. The center receives donations in both cash and in-kind to support the development of an adequate supply of educational materials, toys, and equipment. The center has consistently received favorable attention in the local media and is protected from serious attack because of the powerful group of people associated with it.

In November, 1970, the street in front of the center was being paved. B Street also houses many poverty level Chicanos who have settled out. The paving was instigated by the parent board and supported by the advisory board, the result of which will benefit not only the center but the entire neighborhood. This tangible result will not only give credence to the center's programs but some hope for the continued development of a meaningful relationship with the community as a whole.

BACKGROUND INFORMATION

History

The Greeley Parent Child Center was originally funded by the Colorado Migrant Council with Head Start money. Leonard Mestas began the center as a model to be duplicated in each of the migrant areas. It was hoped to have an umbrella effect. The center, with a year round care staff serving migrant seasonal and rural poor families, would act as a handle, opening in an umbrella cover for migrants in the summer. This would eliminate hiring new staff and opening temporary centers for the migrant season each year and while maintaining a competent child care staff for the next season.

A church was found and renovated by CMC to meet state licensing requirements, and the center opened in April, 1969. The center had to look elsewhere for support in the fall of 1969 however, after having been opened for a few months, when the Council's money was cut back. It was at this point that the Weld County Opportunity Agency, the University of Northern Colorado and Monfort's of Colorado stepped in and enabled the center to continue through January of 1970.

At this time the University of Northern Colorado Foundation co-signed with the Greeley National Bank Foundation to purchase the church building in which the center was located on a rental basis. The funds were provided by the Weld County Bank at a very favorable interest rate. Since then, Monforts Meat Packing Company has paid the $100 a month mortgage payment as a donation to the center.

In January, the parents of the children attending the center formed a non-profit coporation. The center applied for and was granted a license by the Colorado Department of Social Services. Funding is primarily through the University of Northern Colorado and in-kind donations. See the At A Glance section at the front of this study for a further breakdown.

The Community

Greeley is a town of about 35,000 people located in northern Colorado. The primary crop here is sugar beets, with other vegetables requiring some seasonal labor. During the peak season some 12,000 farm workers are employed. Other major crops in the state include onions, broom corn and fruits. As jobs in the packing plants have opened for unskilled and semi-skilled labor, the number of migrants choosing to put down roots and settle out has increased at a steady pace all over the state. It is important, therefore, to know something about the Colorado Migrant Council to fully understand Greeley as the first community to have a year round center for migrant children in the state, demonstrating a more stable and long term support in dealing with the migrant community.

The Council began in the spring of 1966 as a non-profit corporation in the state of Utah. Its purpose, "to initiate and operate programs, to assist migratory and other seasonal employed agricultural workers and their families."

The following December, a grant by OEO provided funds for 1) infant education program, 2) itinerant tutor programs, 3) night adult education, 4) day adult education. Additional funds six months later allowed CMC to expand its services to farm workers and their families, including summer Head Start and VISTA programs. The Council focuses on local seasonal labor who reside in Colorado and travel to work daily; intrastate migrants who live in Colorado but go away from home for long periods of time to follow the crops; interstate migrants who live outside of Colorado and come into the state to work the crops from Texas, New Mexico, Arkansas and elsewhere. The four areas in which the council operates are the southeastern region (Arkansas valley), the San Luis Valley in south-central Colorado, northern Colorado, and the western slopes region.

During the summer of 1969, CMC served 1,600 children; about 700 in the infant age range from birth to three years and about 900 pre-schoolers (3 - 5 years old). This coming summer that number will be reduced to 1,400 because of funding. The full-day Head Start operates in 25 centers, usually a school building for the summer. This leads to the problem of not being able to provide school care until school is out and having to end at the end of the summer, whereas the growing season is several months longer.

Governance of the Colorado Migrant Council is through regional councils and sub-council, establishing a pattern of local community involvement and control which is strongly echoed in Greeley Parent Child Center.

Parents

The center serves essentially Chicano families although at present there are two Anglo children enrolled along with the 46 Chicano pre-schoolers. For additional parent statistics see At A Glance at the front of this case study.

General admission policies respond to the needs of the children and their families. Income levels of families of children enrolled in November, 1970, were as follows:

Incomes	Families
Below $2,000 per year	11
$2,000 - 4,000	24
$4,000 - 10,000	12

Center families tend to be large partly reflecting the religious background of the parents themselves. One mother in the center is 25 and has nine children. Many center families, therefore, need infant and after-school care for school-age children. At the moment neither the center or the CMC can adequately provide these.

BASIC PROGRAM

Education

The Greeley Parent Child Center would like to be doing a good deal more with its education program than it is now. It is understaffed at the moment. There are some days when simply getting through from morning to evening is the major task. Nonetheless, there are structured activities in art, storytelling, singing, numbers, names and letters.

The Peabody Language kit is available for use principally by volunteers, and an exciting "stimulation kit" has been developed at the Kennedy Development Center in Denver with Ann Heiman's help. This stimulation kit contains a series of soft cloth bags with things inside to play with, feel, put together, puzzle over and otherwise enjoy. The bags are packed in a brightly colored suitcase, and it is an enormously useful device for introducing a new volunteer to the children. It allows instant use of any human resources who show up without a lot of stopping for instructions. Other materials include records, a record player, a film strip projector, a television, balls, crayons, swimming pools and a piano. Homemade materials include a rocking boat, steering wheels, blocks, a paper carton playhouse, bean sacks, noisemakers, etc.

The older children use the upstairs, and the younger children use the downstairs so that there are approximately 22 or 23 children in the large main room at any one time with 16 or 17 children downstairs. About 14 children come in the morning from 8:00 a.m. to 11:00 a.m. and then go off to a Head Start program.

One teacher aide works with each group, and the head teacher divides her time. The director fills in where she can, and volunteers are incorporated as they arrive. There is an effort to plan activities that will enhance school readiness. Small groups of children are taken on trips. All make full use of visitors.

Health Care

The center has organized the services of several volunteers to provide health care for the children. The nurse in the local public health office sees the children regularly for about three hours a week. A local dentist is paid by a community services agency to provide 10 hours a year of free dental care. A local pediatrician spends on the average of a half hour a week dealing with center children.

While the observers were at the center a five-year-old boy was pushed into the wall, going at a very high rate of speed, which raised a large bump on his forehead. The pediatrician was called and he advised that the child be brought over to see him immediately. The doctor saw him within a half hour. Within another half hour the child was back in the center, fully recovered.

Food

The center works to maintain a well-balanced diet for the children providing a hot breakfast in the morning, a hot lunch and an afternoon snack of fruit or vegetables contracted through the local school district. It was noted that some of the older children seemed interested in seconds that weren't available. The director remarked that this was one of the problems with the contract food service.

Transportation

Families who live within walking distance or who have their own transportation see that their children get to the center. The center director's son drives the family micro bus on a regular bus route picking up children and taking them home at the end of the day.

ORGANIZATION

Policymaking

The policy of the center is determined by the center's parents acting through the Greeley Parent Child Day Care Center board. All center parents are members of the board and they vote at board meetings. In practice, the more interested ones attend regularly to get the work done.

The advisory board which has been described in the November 1970 section of this study is available to the center board for advice and help on a wide range of matters.

Specific areas in the center are administered as follows:

Planning--The parent board, interested members of the advisory board, the director and teachers all have voices in planning the overall center program. The director makes the final decisions within policies established and approved by the board.

Budgeting--The budget is developed by the director in consultation with both the advisory and parent boards, with the assistance of the wife of the advisory board president on a volunteer basis.

Staffing--The parent board makes decisions on staff. The director seeks prospective staff members, interviews them and makes recommendations to the board. The evaluation of the staff is informal and is done by the director when needed.

Operations--Things get done somehow every day in the spirit of cooperation. In the final analysis, the director manages the operations.

In general, there is a high degree of cooperation between quite different elements in the center structure -- the parents, the staff and the advisory board.

Staff Organization

The director is in charge of, and administers, the entire program. The VISTA aide handles administrative detail work including record keeping, ordering supplies, and interviewing prospective clients. The head teacher, in practice, is in charge of daily activities and supervises the aides. All staff carry out general child education, physical recreational activities and other care of children to the best of their ability.

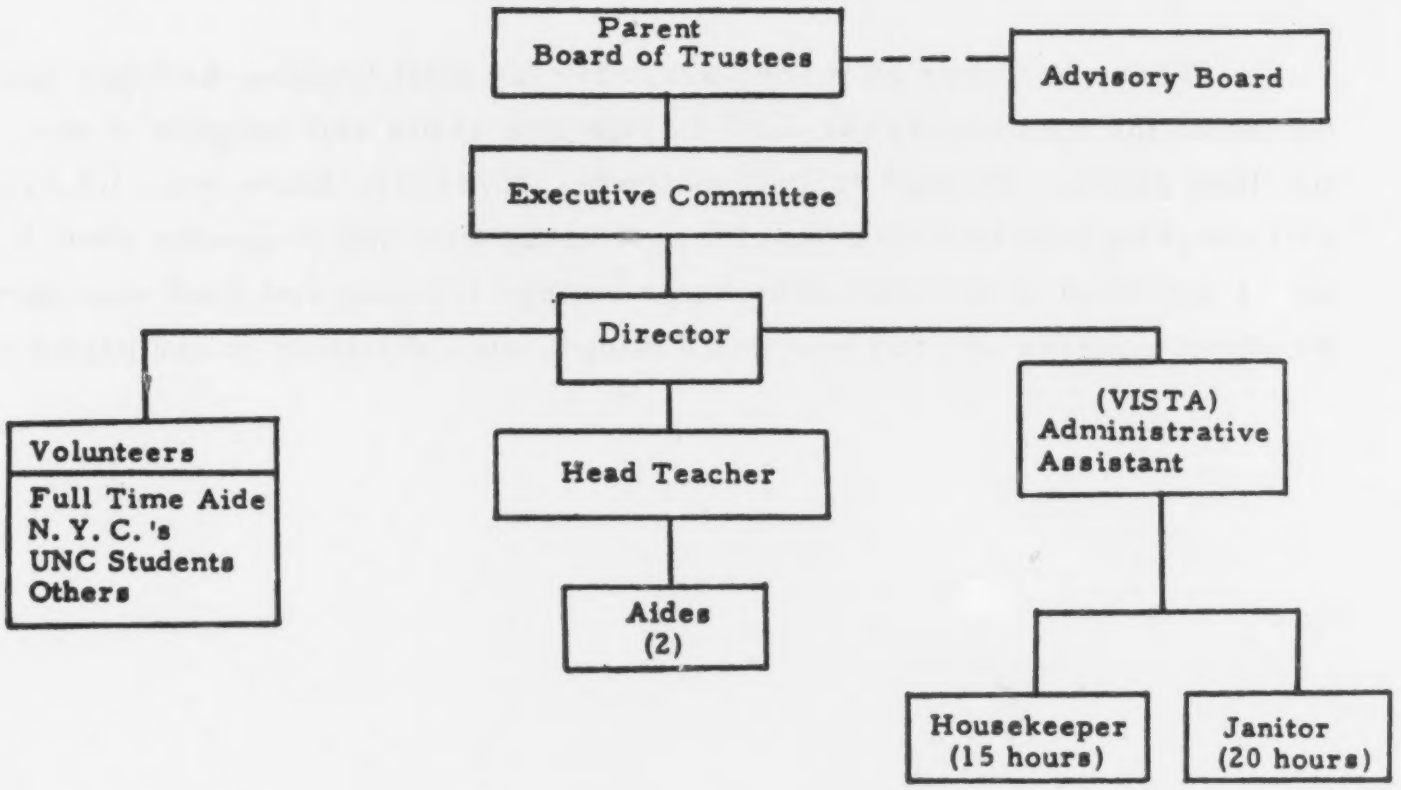
The housekeeper sets up and cleans up for snacks and for lunch, after the meal is delivered by the local school district. The center director does a good deal of general family counseling as well as specific counseling about individual children. Formal teacher-parent conferences are scheduled at regular intervals and are held as often as necessary.

In addition to the volunteers already mentioned, the following people contribute time and professional skills to the center's operations. A psychiatrist from the Greeley School District provides 50 hours of consulting time each year. Two child development specialists from the Kennedy Center in Denver provide 80 hours a year each of their time in both individual case counseling and general support. A professional nutritionist donates 20 hours per year of work. Some parents call on the Colorado Rural Legal Services.

Staff Meetings and Records

Staff meetings are on an ad hoc basis as need arises. The director confers frequently with the head teacher about program matters. There

GREELEY PARENT CHILD DAY CARE CENTER, INC.
ORGANIZATION CHART



is a constant flow of communication about individual children and program problems. The director meets with the staff individually as needed. General records are kept on each child by the VISTA volunteer. Copies of the major health and family record card forms will be found in the Appendix.

Staff Training

There has been no money available for staff training and this has curtailed the opportunity for staff to gain new skills and insights in the teaching process through formal methods. However, there is an informal self-teaching and each-one-teach-one atmosphere that promotes growth. About one third of the staff have some college training and staff members do attend courses offered by AIMS College, also available to the parents.

GREELEY PARENT CHILD CENTER's STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position)
Total Staff (18 - 8 full-time equiv.)	376	223
Paid Staff (6) - (4 full-time equiv.)	216	125
DIRECTOR	50	5
HEAD TEACHER	45	36
AIDES (2)	86(43)	72(36)
HOUSEKEEPER	15	7
CUSTODIAN	20	5
In-Kind and Volunteers (12) - 4 full-time equiv.)	160	98
VOLUNTEER AIDE	50	36
VISTA	50	5
N. Y. C. (2)	30(15)	30(15)
UNIVERSITY OF NORTHERN COLORADO AIDES	20	20
BOOKKEEPER	2	-
NURSE (PUBLIC HEALTH)	3	3
OTHERS	5	4

*Estimated

OVERALL STAFF PROFILE

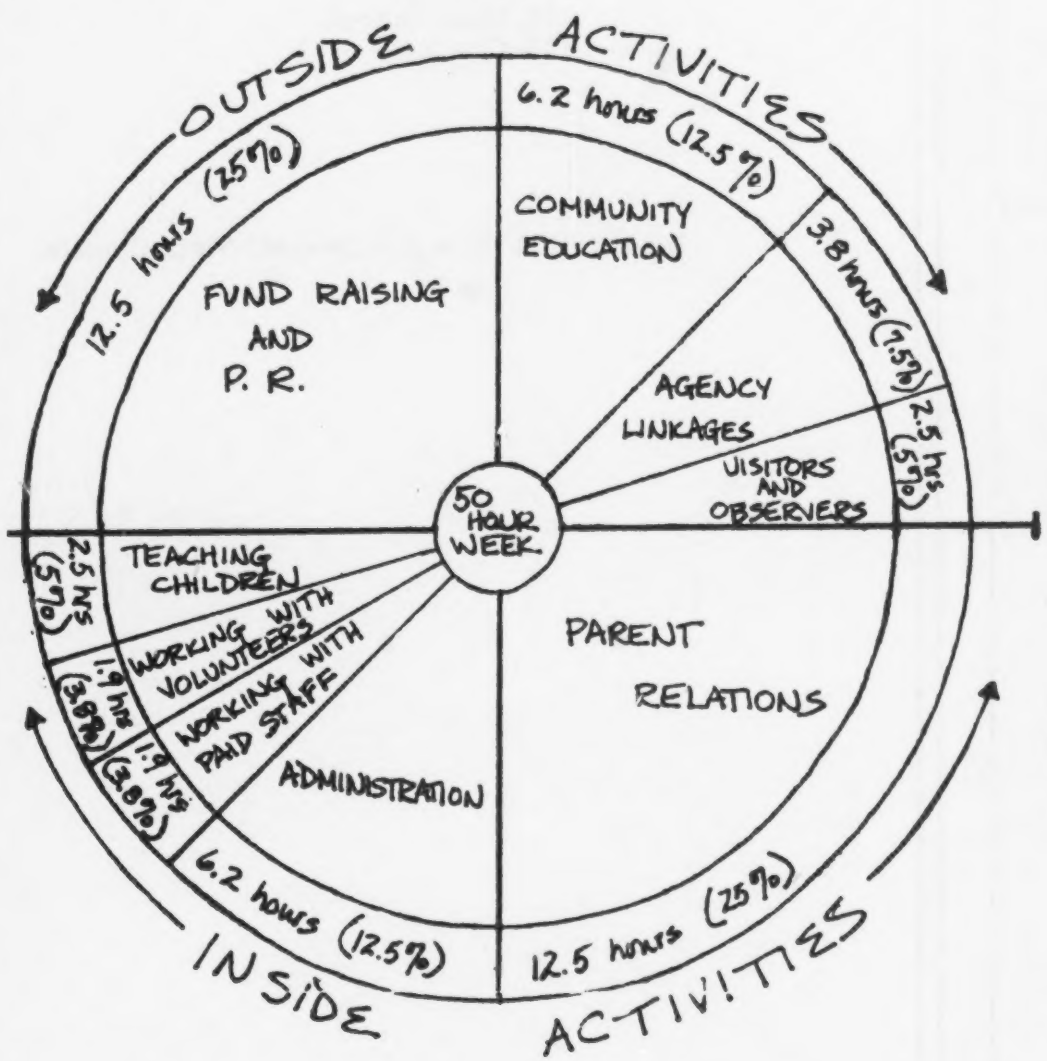
Education:

33% College
33% High School
33% Grades 7 - 11

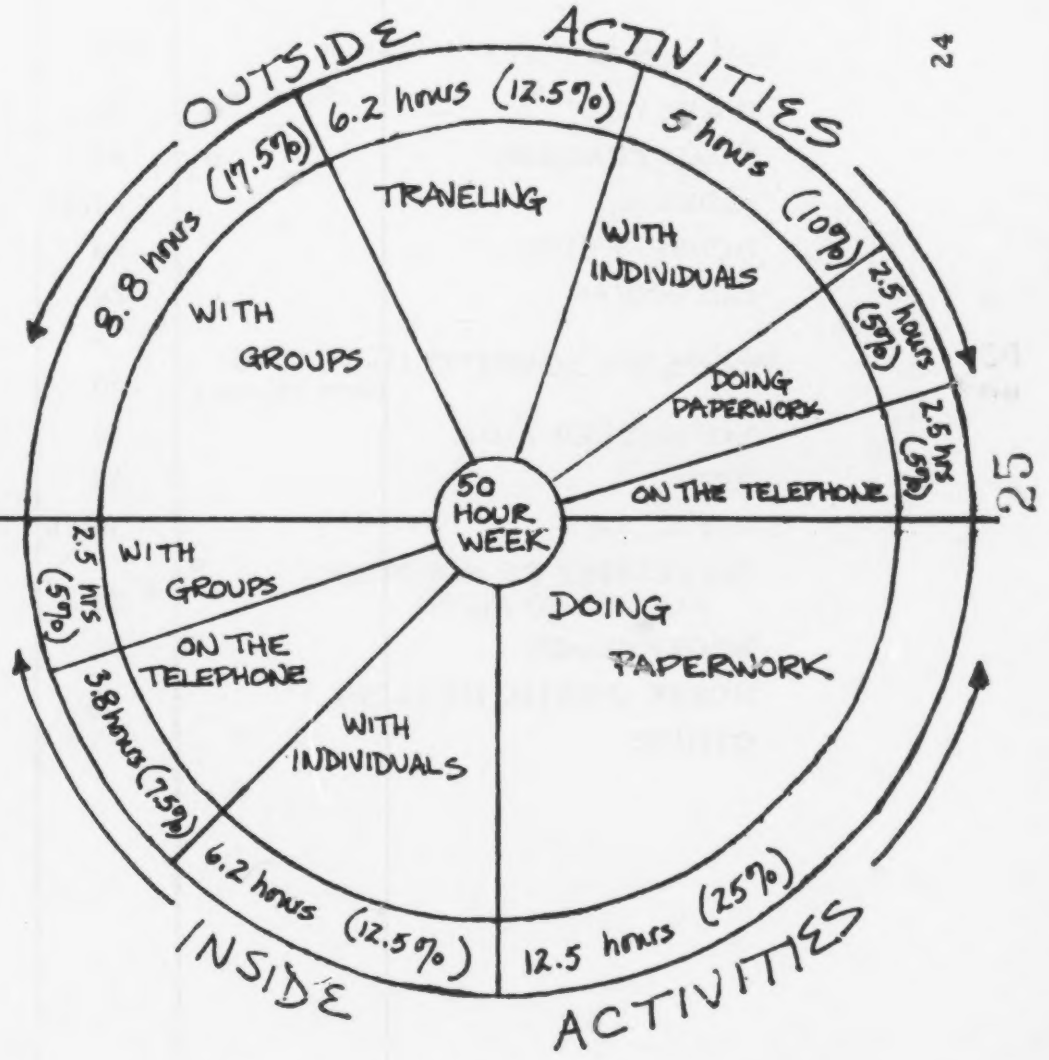
Insufficient Data for Overall Staff Profile

This is the way Greeley Parent-Child Center's Director spends her time:

This is what she spends it on:



And this is how she spends it:



HOW RESOURCES ARE USED

On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

A. Child Care and Teaching--personnel, curriculum and general classroom supplies.

B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.

C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

D. Health--personnel, supplies, health related services.

E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

GREELEY ESTIMATED $ AND IN-KIND EXPENDITURES 1970 - 71*

SUMMARY:	% of total	total cost	cost/child year	cost/child hour	Personnel costs make up:
Standard Core	73%	$40,500	$1,066	$ .66	63% of $'s
Varying Core	14%	7,400	195	.12	98% of In-Kind
Occupancy	12%	6,400	168	.10	81% of Total ($ + In-Kind)
Supplemental	1%	600	16	.01	
TOTALS	100%	$54,900	$1,445	$ .89	

*costs to nearest $100, % to 1.0

		% OF TOTAL	TOTAL	= $ COST	+ $ IN-KIND
BASIC CARE	I. STANDARD CORE COSTS				
	A. Child Care and Teaching	35%	$19,200	$12,600	$ 6,600
	B. Administration	27%	14,900	1,400	13,500
	C. Feeding	11%	6,400	6,300	100
	II. VARYING CORE COSTS				
	D. Health	9%	4,800	-	4,800
	E. Transportation	5%	2,600	1,800	800
	III. OCCUPANCY COSTS	12%	6,400	4,600	1,800
	IV. SUPPLEMENTAL SERVICE COSTS	1%	600	-	600
	F. Social Service	1%	600	-	600
	TOTALS	100%	$54,900 (100%)	$26,700 (49%)	$28,200 (51%)

IN CONCLUSION

In assessing the center's effectiveness, it is reasonable to let parents and staff speak for themselves. Here are some of the comments the observers recorded:

What parents like for their children:

"The center seemed to suit me the best and the children were happy. All the staff were real friendly." "He always says good things about the teacher." "Gives her a chance to be around kids her own age. She learns about school things." "She gets along better with children at home." "I feel the program does really well even though there isn't much money."

"Before the center director makes a major decision she brings the matter to the board for their consideration." "My girls talks about the volunteer that comes in." "I want my child to respect her parents and other adults, to do well in school and to keep loving. She must mind adults." "They give her praise, praise and more praise."

"I like the things my child is learning -- basic facts as well as good discipline. I know she's well cared for." "The community is not as aware of the existence of this center as it should be, but the cooperation of the University has been outstanding." "This center seemed to have more love and individual attention than any other nursery I'd ever seen." "My child arrives at 8:00. He is greeted happily, then he has free play. They have some group activities in the morning. At 11:15 my boy gets on the bus for Head Start. That's the end of his day here. This is more like being at home." "I'm very happy with the staff and their discipline rules." "I think he'll be happy in ten years because he's a happy boy now. He'll benefit much because of his pre-school training here at Parent Child Center."

"They give him verbal praise, let him be the helper." "The teachers are friendly and happy with the children." "I like all the things that my child learns and the good feelings he gets about himself. "There is nothing unsatisfactory." "He obeys me readily now." "It has made us a closer family." "His eating habits have improved."

"I admire the staff because they have done so much here. Our director never gives u' no matter how many problems."

"The children learn their colors, numbers, names, etc., watch films, go on field trips. They have books, stories, educational and manipulative toys to use." "He is there for the learning and social experience." "She will be a well adjusted child, more advanced than others her age." "The teachers are good because my child is learning many things, developing good language habits and increasing her vocabulary -- better behavior." "It's easier for me to talk to my child now." "She has become more considerate and understanding of other family members and other children as well." "I'm very impressed with all that the children are learning."

"Children with deep problems are given special attention or referred to the proper person for help." "My child is shy, needed to learn to get along with other children, so thought this would be the best place for her." "They reward her with praise and love." "There is a happy atmosphere in the center any time you come in." "She is more mindful of me, follows through with my requests and no back talk." "My child likes it very much." "I have learned to listen to him." "They helped my little boy learn to talk."

What parents like for themselves:

"All parents are involved. They have really helped in the improvement program." "I like it all." "I think parent involvement is very good." "I am happy with the present center." "I am now able to work at another school." "I'm able to go to different meetings at the public school." "The center has lots of parent involvement. I see cars parked over there all the time. We are fixing things up or going to meetings." "The general appearance of the building has improved so much because of parent and board actions, especially parent labor."

"It's allowed me to get a job." "Our family income has increased 20%." "I became involved as a board member. I also work with public health people. I attend night class at AIMS College." "I'm now attending night school." "It was nice to be given a chance to get involved."

"Increased parent interest spurs the business community to help and provide more needed funds and donations." "I'm able to go to sewing class and give more help to the school and community." "I only come to the social meetings." "I think parent involvement is the best part of the program." "The center is only a half block from my house, in the middle of my neighborhood." "They're good teachers because my boy learns so much." "It frees both me and my wife to work." "She is more considerate of everyone in the family, making for a happier family." "A third to a half of all parents are involved."

What parents don't like:

"I feel I should be involved in the program a lot more." "I don't really know the staff very well." "I haven't been to a meeting yet; I'm too busy." "They ignore some bad behavior." "Community support could be better." "She is picking up undesireable words from other children." "She has better manners at the table but seems to be eating less." "I don't know if parents are involved much." "Only a handful of parents are involved." "I spank. I don't think they punish my child."

Staff remarks are:

"A good teacher must be patient, enthusiastic and understanding." "Pre-schoolers need a good self image." "The families are normal but in need of social services." "I like working with children. I don't like making family contacts and administrative duties."

"Sometimes when I'm reading a story, I'm interrupted because I also have to keep an eye on all the children in the room." "I evaluate a child by looking at him and listening to him." "They need love and individual help and attention." "I try to get them playing quietly, and to play with each other." "At age ten I hope they will be informed enough to do well in school and to get along with other people." "Sometimes decisions are made efficiently, depends on the decision."

"Sometimes I feel I do more than I'm supposed to." "We need more places like Parent Child Center for older children coming home from school." "We need another building, more staff and of course more money."

"A teacher must be a listener, rather than talking to or at a child too much." "The most important thing is tender loving care." "I discourage any action that might be harmful to the child or others."

"I don't expect miracles because their culture, heredity and environment work against them, but I expect to see our children make greater gains than those who do not attent preschool. Our program is the beginning (stressing individual needs, building self-image, social awareness). The school system needs to follow through with parent as well as child involvement."

"Center building is owned by the parent group. Fathers of children are remodeling and repairing the building. Mothers will cook lunches when school is not in session. Mothers sometimes volunteer as aides. Parents are more aware of

the program and the 'why' of things being done. This leads to carry-over in the home. Good public relations result from this involvement."

"Would not leave under any circumstances, unless relieved."
"We need a nursery for children younger than two. We also need a second or third pre-school, more funding, facilities, equipment and staff. There is never enough time."

"Most of all a teacher must have love. Children should have lots of freedom and exploration. Most of these children will be real sweet little kids when they're ten."

"Parents should be in the center to help out with the children and help the whole program. I would not leave this job. The director is really interested in the children and her job."

In November 1970, the observation team which visited the Greeley Parent Child Center was impressed with the day care program provided for the center's children. At the basic care level every element was present: protection, nutrition, general stimulation of mind and body, health care and tender loving care. Moreover, the center has a rich mixture of services designed to meet the needs of the children, parents, staff and community at large:

For children:	self-image enrichment; self-reliance and determination; communication; peer cooperation; health and nutrition; cross-cultural appreciation.
For staff:	in-service support; opportunity to work with particularly needy children; classroom freedom; strong community support; effective parent-teacher relations.
For parents:	chance to work; awareness of adequate care for child; community

	control of program; maintenance of parent role; social service referrals and other assistance; further education; parent-community social events.
For community:	improved migrant worker - community relations; flow of information about center activities through the local media; better living conditions for the migrant community; volunteer opportunities; social service information and liaison.

The Greeley Parent Child Center is an excellent example of what parents and a community can do to improve the lives of their children and their families while bringing the Chicano migrant and Anglo communities effectively together. The center is serving as more than a place to care for children; it is in fact a place for parents, children, and community and could well be called the family center.

APPENDIX

This appendix contains illustrative materials drawn directly from the system itself. It includes:

Stimulation Kit

Weekly Fee Schedule

Record Cards (originals on 5-1/2 x 8-1/2 card stock)

Family Record

Parental Consent Form

Physician's Report

Immunization Record

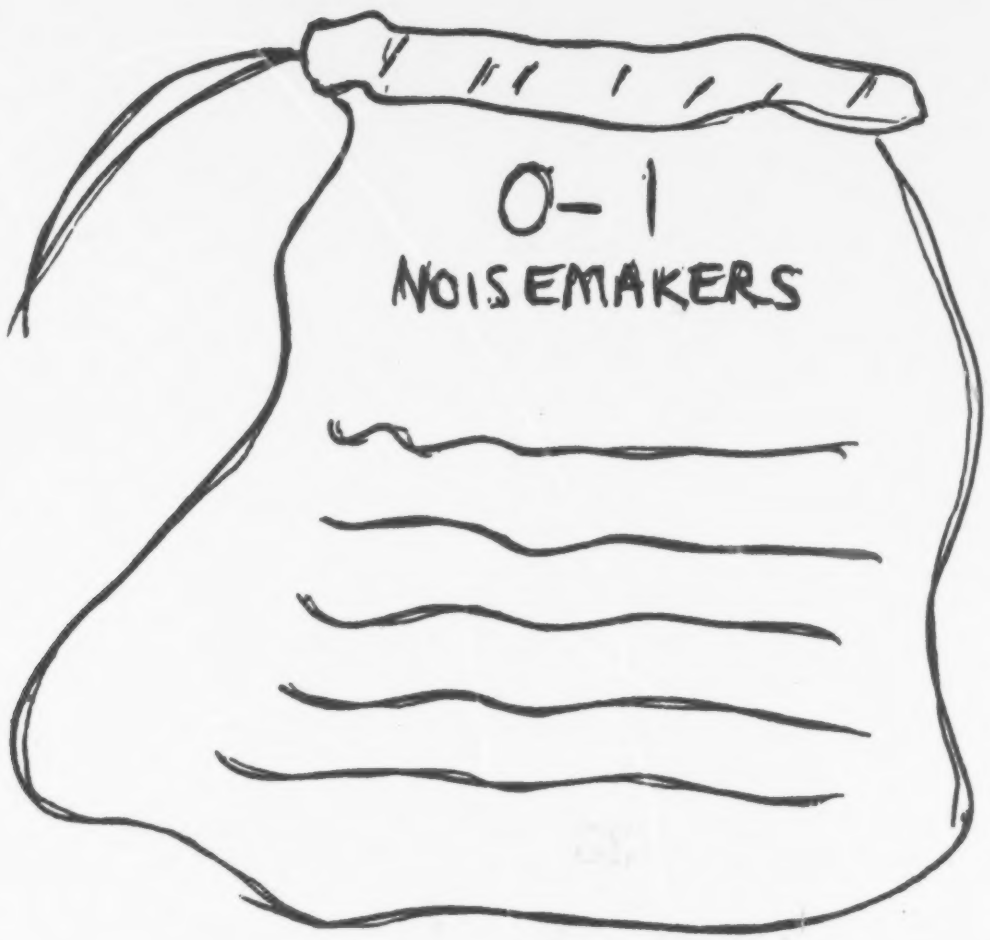
Stimulation Kits

The purpose of the stimulation kits described below is to provide simple, mostly homemade toys for children ages 0-3 whose parents are migrant workers, and who will be cared for this summer in migrant day care facilities. The original kit was put together at the John F. Kennedy Center for Child Development, at an estimated cost of about $15 to $20. For one person working alone, it should take approximately 10 to 12 hours to make.

Materials

The Bags

There are cloth bags of three different colors in the kit corresponding to the three age groups from birth to three years. The pink bags are for babies from birth to one year, yellow bags for children one to two years, and blue bags for children two to three years. They should be made out of fairly sturdy material, each bag made from a piece of cloth 15 inches long and 12 inches wide. Each kit needs 8 pink,8 yellow, and 11 to 12 blue bags.



Making the Cloth Bags

Directions

1. Fold sides in 1/2 inch and stitch down.

2. Fold top down 5/8 inch and stitch down (stitch about 1/2 inch from the top -- leave enough room for the draw string).

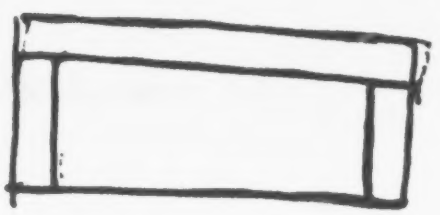
3. Fold bag in half and stitch according to diagram, leaving a space at the top for the draw string.

4. Turn bag inside out and put draw string in.

5. Label each bag with the appropriate age group, the name of the toy inside and directions on how to use the toy. Use a black felt tip pen that won't run.

1.

2.



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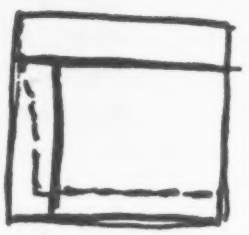

0-1 year

1. **Noisemakers**

   Old keys
   Plastic (or rubber) squeeze toy
   Empty plastic prescription bottle

2. **Dangling spool man**

   4-5 brightly painted wooden spools (unpainted spools can be purchased at Larimer Square), and a string. Paint a face on the top spool.

3. **Mobile**

   One long (about 1 yard) piece of 1/2 inch elastic. Three smaller (10 inch) pieces of 1/2 inch elastic with bright objects attached (pictures pasted on cardboard, red sock, plastic spoon, etc.). The long piece of elastic is stretched across the crib (tied to the sides) with the smaller pieces hanging from it.

4. **Cuddly toys**

   Make cuddly toys from patterns enclosed (use soft materials such as terry cloth).

5. **Covered doll**

   Small doll can be found at any toy store or Woolworth's, etc.
   Enclose a kleenex.

6. **Coffee Can (Fill 'n' Dump)**

   Use standard 1 pound coffee can, paint it, and cut a slit in the top. Fill it with different shaped and sized items that baby cannot swallow -- plastic spoons, orange juice can lids, big buttons, painted spools, etc.

7. **Book**

   Any very elementary book -- cloth or soft plastic, with only one or two items per page.
   (Target, Woolworth's, etc.).

8. **Hidden object**

   Use any small toy that a baby is likely to be interested in -- small truck, doll, brightly colored block, etc. These can be purchased at any toy or variety store.

9. Pick up small object

The object should be edible -- raisins or red-hot. Use small plastic prescription bottle.

1-2 years

1. Ball

2-3 inch diameter ball from any toy or variety store.

2. Cubes

1 inch colored cubes or small blocks from any toy store. Milk carton bottoms, cut and fit together.

3. Coffee can

Same as for 0-1 year.

4. Book

Same as for 0-1 year.

5. Hidden doll

Small doll from any toy store. Three painted orange juice cans (different colors).

6. Wrapped toy

Small toy (truck, doll, ball, etc.) from any toy store, kleenex.

7. Noise toy

Painted orange juice can filled with bottle caps and sealed sheet.

8. Puppets

Fingers of old gloves with faces drawn in them, Crazy Foam tops, tongue blades with faces drawn in.

2-3 years

1. Ball

Same as for 1-2 years.

2. Cubes

Same as for 1-2 years.

GREELEY PARENT CHILD CENTER

Pre-School

Weekly Fee

Yearly Income

Family Size	$3500	$4000	$4500	$5000	$5500	$6000	Over
1	3.00	3.50	4.00	4.50	5.00		
2	4.00	4.50	5.00	5.50	6.00		
3	5.00	5.50	6.00	6.50	7.00		

You may make your own allocation. You do not have to place your income. Just remit the charge you feel suits your family size and income level. If your income falls between the figures, you choose the one closest to the lowest figure.

If you feel you are not able to pay the preceding fee, please contact the director and arrangements can be made.

NAME_____

ADDRESS_____ PHONE_____

AMOUNT ALLOCATED PER WEEK_____

FRONT

GREELEY PARENT CHILD CENTER
FAMILY RECORD

Child's Name _____ address _____ phone _____ birthdate _____

Parent or Guardian _____

Work or School emergency address & phone number _____

Marital Status: Married Single Other_____

Yearly income:_____ Source:_____

Language other than Enblish spoken in the home_____

Own home_____ Renting_____ Living with relatives_____

How long have you been in this community? __ _____

BACK

	NAME	SEX	AGE	BIRTHDAY	EDUCATION
FATHER:					
MOTHER:					
CHILDREN:					

FRONT

GREELEY PARENT CHILD CENTER
PARENTAL CONSENT FORM

I give my consent that whatever examinations, emergency treatments, and immunizations are necessary for protecting the health of _____
Child's name
may be performed by the doctor, dentist, nurse, and dental hygienist designated by the Greeley Parent Child Center.

Reports and records of whatever services are rendered will be kept strictly confidential and released only to other official agencies and school authorities who have need for them in providing future services or care. I also give my permission for my child to go on trips away from the premises of the school whether by foot or vehicle.

_____
(Parent or Guardian)

_____ _____
(Whitness) (Address, town, state)

_____ _____
(Date) (Date)

BACK

_____ _____ _____
Child's Doctor's Name Address Phone

Special health conditions, allergies, or reactions to medication:

_____

_____

_____

Circle any of the following that your child has had:

10-day measles	chicken pox	whooping cough	pneumonia
3-day measles	broken bones	serious accidents	mumps

Has your child had any other diseases? _____

Operations? _____

FRONT

GREELEY PARENT CHILD CENTER PHYSICIAN'S REPORT

Date_____Age_____Years_____Months_____

Wt_____#_____% Ht_____in_____% Head Cir _____cm_____%

Check lert-hand column if area unremarkable. Elaborate abnormalities of each area in right-hand column.

Nutrition _____ _____

HEENT _____ _____

Chest _____ _____

Heart_____ _____

ABD _____ _____

Genitalia_____ _____

Ext_____ _____

Neuro_____ _____

Skin _____ _____

Other_____ _____

BACK

GREELEY PARENT CHILD CENTER

_____

Child's Name Age Birthdate

TESTING RESULTS:

1. Hb_____gms Hct_____%
2. U.A. Date_____Alb_____Sugar_____Acetone_____SpGr_____
3. T.B. Skin Test Date_____ Type _____Result_____
4. Hearing Date _____Results: R; _____L: _____
5. Vision Date_____ Results: R:_____L:_____
6. Dental Date _____Results: R:_____L:_____

GREELEY PARENT CHILD CENTER
IMMUNIZATION RECORD

Name _____ Birthdate _____

D.P.T. #1 _____ #2 _____ #3 _____ B _____

Oral Polio #1 _____ #2 _____ #3 _____ B _____

Trivalent
Measles _____ With G.G. _____

Rubella (3-day measles) _____

Small Pox _____ Primary Reading _____

Tine _____ Reaction _____

Adult D.T. #1 _____ #2 _____ B _____